Nov. Gr 2 Unit 4: Subtract two digit numbers

Content Area: **Math**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

The subtraction process invloves repeated calculation. Student learn to use the same algorithm repeatedly with any subtraction problem they encounter.

Enduring Understandings

In subtraction, the algorithm consists of subtracting each place value, starting with the ones place, and regrouping when needed.

Essential Questions

How do we solve multi digit subtraction problems?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 223-228* **Two-Digit Fact Families**	Use related facts to make two-digit number families.	• base-ten blocks • red and yellow connecting cubes		2.OA.1 2.NBT.5 **Major Cluster** **MP 1, 3, 4, 5, 6, 7, 8**
Lesson 2 *pp. 229-234* **Take Apart Tens to Subtract**	Take apart numbers to make a ten to subtract.	• base-ten blocks • Work Mat 6		2.OA.1 **Major Cluster** **MP 1, 4, 6, 8**
Lesson 3 *pp. 235-240* **Regroup a Ten as**	Use models to regroup and find differences.	• base-ten blocks		2.OA.1 2.NBT.5

Ones		• Work Mat 6	2.NBT.9 **Major Cluster** **MP 1, 2, 3, 4, 5, 6**
Lesson 4 *pp. 241-246* **Subtract From a Two-Digit Number**	Subtract one-digit numbers from two-digit numbers.	• base-ten blocks • Work Mat 6	2.OA.1 2.NBT.5 2.NBT.9 **Major Cluster** **MP 1, 2, 4, 5, 6, 8**
Check My Progress			
Lesson 5 *pp. 249-254* **Subtract Two-Digit Numbers**	Subtract two-digit numbers.	• base-ten blocks • Work Mat 6	2.OA.1 2.NBT.5 2.NBT.9 **Major Cluster** **MP 2, 3, 5, 6, 8**
Lesson 6 *pp. 255-260* **Rewrite Two-Digit Subtraction**	Rewrite a horizontal two-digit subtraction problem vertically before subtracting.	• number cubes • Work Mat 6 (opt.) • base-ten blocks (opt.)	2.OA.1 2.NBT.5 **Major Cluster** **MP 1, 2, 3, 4, 5, 6, 8**
Lesson 7 *pp. 261-266* **Check Subtraction**	Use addition to check subtraction.	• connecting cubes	2.OA.1 2.NBT.5 **Major Cluster** **MP 1, 2, 3, 5, 6**
Lesson 8 *pp. 267-272* **Problem-Solving Strategy: Write a Number Sentence**	Write a number sentence to solve problems.	• connecting cubes	2.OA.1 **Major Cluster** **MP 1, 2, 3, 4, 6**

Lesson 9 *pp. 273-278* **Two-Step Word Problems**	Read and solve two-step word problems.	2.OA.1 **Major Cluster** **MP 1, 3, 5, 6, 7**

Fluency Practice
My Review and Reflect

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.

Technology Integration

Students will interact with the SmartBaord, Ipads, chromebooks and document camera.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

Interdisciplinary Connections

LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Benchmark Assessments

AIMSweb

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

whiteboard

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed in above lesson plans.

Standards

MA.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.